



Year 2 Term Spring 2			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English - Finding Story 'Bog Baby' Instructions	EYFS Literacy <ul style="list-style-type: none"> They use phonic knowledge to decode regular words and read them aloud accurately. They write simple sentences which can be read by themselves and others. Year 1 - Fictional stories Check that children can already: <ul style="list-style-type: none"> Identify typical features of a traditional story. Demonstrate understanding of 	Year 2 Y2 will be studying the story Bog Baby. They will read and write: A finding story (Fictional story about finding a creature) A set of Instructions Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non fiction at a level beyond that 	Year 2 Fictional story about finding a creature Children will: <ul style="list-style-type: none"> Read descriptions of creatures. Create their own descriptions of creature using expanded noun phrases and conjunctions. Answer retrieval, vocabulary and inference comprehension questions about The Bog Baby to develop an understanding a love of the book. Analyse the story commenting on how features and language effect the reader Plan a story based on finding a creature. Write with stamina a story about finding a creature.

characterisation by talking about what a character looks like, how the character behaves and suggesting reasons for the character's feelings or actions.

- Write a complete story using a shared story plan, making use of features from reading to make it 'sound like a story'.
- Present a logical sequence of events and make use of connectives to show links between events

Year 1 - Instructions

- They can say it before they write it
- They can think before they write
- They can write in a list
- They can use numbers to show the order
- They can use 'bossy' words
- They can start with a verb

at which they can read independently.

- discussing the sequence of events in books and how items of information are related.
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- Understand both the books that they can already read accurately and fluently and those that they listen to

by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done.
- answering and asking questions.

Writing

Spell by:

- adding suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

- Edit and improve story

Pre-assessment task

Cold Write

		<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) <p>Instructions Children will:</p> <ul style="list-style-type: none"> • Read and answer questions about a set of instructions. • Analyse the features and structure of a set of instructions. • Understand the purpose of different features and the structure in instructional writing. • Learn new vocabulary and understand their definitions. • Use new vocabulary in their own sentences. • Plan their own set of instructions using the features and language that they have learnt. • Write their own set of instructions using the features and language that they have learnt. • Edit and improve work. 	
<p>Maths <u>Geometry: Properties of Shape</u> <u>Fractions</u></p>	<p>EYFS - Numbers</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which 	<p>Y2 -Geometry: Properties of Shape</p> <ul style="list-style-type: none"> • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line 	<p>Y2 -Geometry: Properties of Shape</p> <ul style="list-style-type: none"> • Children will;Read and write names of 2-D shapes including quadrilaterals and polygons (refer to Y2 vocabulary list)

- number is more or less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

Year 1

Geometry; Properties of Shape

- Recognise and name common 2-D shapes, including for example, rectangles, squares circles and triangles
- Recognise and name common 3-D shapes, including for example, cuboids, cubes pyramids and spheres.

Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one

- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Compare and sort common 2-D and 3-D shapes and everyday objects

Fractions

- Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ and of a length, shape, set of objects or quantity.
- Write simple fractions for example, of $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

- Recognise a polygon is a 2-D shape with straight sides, if all sides and angles are the same, it is a regular polygon
- Use precise mathematical terms such as sides, edges, vertices and lines of symmetry to describe and classify 2-D shapes
- When drawing 2-D shapes rulers are used to create straight edges with increasing accuracy to given lengths
- In 2-D shapes identify where a line of symmetry would be drawn. Undertake activities that help pupils to identify reflective symmetry or complete patterns when a line of symmetry is given
- Pupils are involved in a range of practical activities such as visualising, sorting, making and comparing 2-D shapes to consolidate their knowledge and understanding of the properties of shapes
- Pupils read and write names of 3-D shapes including cuboids, prisms and cones using mathematical terms (refer to Y2 vocabulary list)

of four equal parts of an object, shape or quantity.

- Recognise a 3-D shape is an object that has height, length and depth. Use precise language such as number of edges, vertices and number of faces, to describe and classify 3D shapes
- Explore 3-D shapes and classify them according to one or more given criteria.
- Within 3-D shapes, pupils can identify 2D shapes and use the related vocabulary with confidence
- When presented with everyday objects pupils can compare and sort these into appropriate 2-D and 3-D groupings
- Identify 2-D and 3-D shapes within everyday objects from photographs or in the environment in different positions and orientations

Fractions

1. Solve fraction problems involving $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ relating to length, shape, sets of objects and quantity.
2. Explore equivalent fractions of $\frac{1}{2}$ using a variety of concrete resources and pictorial representations

[Pre-assessment Task](#)

			White Rose Assessment sheets
<p>Science</p> <p><u>Animals including Humans</u></p>	<p>EYFS -</p> <ul style="list-style-type: none"> *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world *Can talk about some of the things they have observed such as plants, animals, natural and found objects. *Talks about why things happen and how things work. *Developing an understanding of growth, decay and changes over time. *Shows care and concern for living things and the environment. *Looks closely at similarities, differences, patterns and change <p>Year 1- Animals including Humans</p> <ul style="list-style-type: none"> •Pupils should be taught to: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals •Identify and name a variety of common animals that are carnivores, herbivores and omnivores 	<p>Year 2 - Animals including Humans</p> <ul style="list-style-type: none"> •Explore/compare the differences between things that are living, dead, and things that have never been alive •Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Year 2- Working Scientifically</p> <ul style="list-style-type: none"> •Ask simple questions and recognise that they can be answered in different ways. •Observe closely, using simple equipment. •Performing simple tests. •Identify and classify. •Use their observations and ideas to suggest answers to questions. •Gather and record data to help in answering questions. 	<p>Year 2 - Animals including Humans</p> <ol style="list-style-type: none"> 1.To sort a variety of objects and living things that are living, dead or never been alive. 2.To know what living things do such as grow, move, reproduce, get rid of waste, need energy, etc.. 3.To identify which animals live in certain habitats and how their features help them to live in certain habitats. 4.Ask and answer questions about animals and their habitats to find out relevant information. 5.Gather information about habitats. Observe habitats and the living things that live in them.

	<ul style="list-style-type: none"> •structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Year 1- Working Scientifically</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •Ask simple questions and recognise that they can be answered in different ways. •Observe closely, using simple equipment. •Performing simple tests. •Identify and classify. •Use their observations and ideas to suggest answers to questions. •Gather and record data to help in answering questions. 		
<p>History</p>	<p>EYFS ·</p> <ul style="list-style-type: none"> • Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. <p>Year 1 - Toys from the Past</p>	<p>Year 2 - Castles</p> <p>Children will learn how:</p> <ol style="list-style-type: none"> 1.To find out who built the first castles in the UK and why. 2. To find out about UK castles that were built by the Normans. 3. To find out about the structure of medieval castles. 4. To find out about the people living in medieval castles. 5. To find out about how the 	<p>Year 2 - Castles</p> <ol style="list-style-type: none"> 1. Children will be given a brief overview of the Battle of Hastings and the Norman conquest of Britain. Using the Bayeaux Tapestry, your children will look at a chronological account and learn key facts to recall and retell. 2. Children will explore the castles built by the Normans. They will find out about the features of 'motte and bailey' and 'keep and bailey' castles

- To be able to describe the characteristics of toys.
- To find out what toys our parents and grandparents played with.
- To find out what toys were like at different times in the past.
- To be able to identify toys that are old and toys that are new.
- To be able to describe how toys are different and how they are the same.
- To be able to create a toy museum

common people were treated in medieval times.
 6. To find out about how the Tower of London's use has changed over time.

- and identify their strengths and weaknesses. They will start to identify the importance castles played in securing Norman rule in Britain.
3. Children will explore medieval castles that were built when the Normans were no longer ruling Britain. They will compare and contrast a variety of medieval castles, focusing on the defensive features, such as moats, keeps and drawbridges. They will also find out what a siege is and what castle inhabitants did when they were under siege.
 4. Children will learn that castles were not just inhabited by their owners. They will find out about the different people who lived in medieval castles and explore their jobs, such as cooks, tasters and knights. Children will start to consider the feudal system of power.
 5. Children will find out how the peasants felt about being taxed most of their money and the role the Tower of London played during the Peasant's Revolt. They will begin to think about how taxes are used today and compare this with what they were spent on in the Middle Ages.

			<p>6. Children will find out what the Tower of London has been used for since it was built during the Norman period up to the modern day. They will consider its different uses and describe how it has changed over time.</p>
<p>RE</p> <p>Easter Symbols</p>	<p>EYFS - They know the Easter story</p> <p>Y1 Easter- Celebrating new life</p> <ul style="list-style-type: none"> •Tell the stories of Palm Sunday, Good Friday and Easter Day; •Talk about the belief that Jesus died and was raised to new life; •Describe why Easter is thought of as a new beginning. •Think about and reflect on the wonder of new life and the changes in the natural world around me; •Think about a person who has lost someone they love and try to understand how they feel. 	<p>Year 2 - Easter Symbols</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> • give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. • extend pupils knowledge of the details of the Easter story. • develop pupil's understanding of the importance of Easter and the concept of salvation. 	<p>Year 2 - Easter Symbols</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • there are different objects and symbols used to help explain and understand the meaning of Easter. • the Easter story is central to Christian belief. • the death and resurrection of Jesus is part of God's salvation plan. • identify and name some of the symbols of Easter. • retell the Easter story. • talk about their own experiences of Easter celebrations. • use religious vocabulary to simply describe what the symbols of Easter mean. • describe briefly why Christian people celebrate Easter. • explain what they think to be the most important thing about Easter.
<p>Art - <u>Henry Rousseau</u></p>	<p>EYFS</p> <p>*Exploring and using media and materials -They safely use and explore a variety of materials, tools and techniques, experimenting with colour,</p>	<p>Year 2 - Henry Rousseau</p> <p>* To understand about the life of the artist Henry Rousseau</p> <p>* To explore and use the skills and techniques used by Henri Rousseau.</p>	<p>Year 2 - Henry Rousseau</p> <p>1.Children to learn about the life and explore works by Henri Rousseau. They will create fact booklets or create posters to explain to others the life of Rousseau.</p> <p>2.Children to learn that Rousseau was a self trained painter and never went to a jungle,</p>

design, texture, form and function.

Year 1

Research and Inspiration

- Record from first-hand observation, experience and imagination, and explore ideas.
- Answer questions about starting points.
- Use ideas suggested by the teacher.

Developing Skills

- Develop artistic skills in a range of media (drawing, painting, 3D, textiles, etc...)
- Know the primary colours and secondary colours and know how to make them.

Experimenting and exploring

Research and Inspiration

- Record from first-hand observation, experience and imagination, and explore ideas.
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* To understand the meaning of Henri Rousseau's genre, Portrait-Landscape.

* To understand about the animals in Rousseau's paintings.

* To use their imaginations and skills to paint their own pieces of art.

instead he studied plants in the botanical gardens in Paris. Children will enjoy exploring real plants and flowers using a skills poster to develop their sketching skills.

3.Children to explore famous portraits and landscapes. They will learn that Rousseau claims to have invented a new genre of 'Portrait-Landscapes'. Children to create their own Portrait-Landscape picture.

4.Children to explore animals in Rousseau's paintings, in particular the pouncing animals. They will then design animal masks in the style of his works.

5.Children to evaluate all they have learnt about Henri Rousseau. They will discuss some of Rousseau's paintings and the use of his imagination. The children will be challenged to imagine a place they've never been to before, re-create it in the style of Rousseau and include a portrait of themselves within the picture.

	<p><u>Experimenting and exploring</u></p> <ul style="list-style-type: none"> •Investigate the possibilities of a range of materials and processes. •Making and presenting artwork •Represent observations, ideas and feeling, and design and make images and artefacts. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> •Review what they and others have done and say what they think and feel about it. •Artist's Work •Have an understanding of materials and processes used in making art, craft and design 		
<p>Music - Zootime</p>	<p>EYFS</p> <p>*Through singing a range of well-known nursery rhymes and songs, performing songs and rhymes, moving in time with music, and making use of props and materials as they explore home-made instruments, children are given the creative freedom to express themselves and explore their musical potential.</p> <p>Year 1 -</p>	<p>Year 2 - Zootime</p> <ul style="list-style-type: none"> • Listen and Appraise • Musical Activities • Performance • Extension Activities 	<p>Year 2 - Zootime</p>
<p>PSHE - Aiming High</p>	<p>EYFS</p>	<p>Year 2</p>	<p>Year 2</p> <p>1. Star Qualities</p>

Year 1 -Dreams and Goals

Children can;

- Can tell you how they felt when they succeeded in a new challenge and how they celebrated it .
- They know how to store the feelings of success in their internal treasure chest

*I can think of star qualities I already have and those I would like to develop

*I can explain how a positive learning attitude can help me.

*I can talk about jobs that people can do and tell my friends what I want to be when I grow up.

*I can understand that it is a person's interests and skills that make them suited to doing a job.

*I can think about things I would like to achieve in the future.

*I can think about changes which might happen to me and consider how I feel about them.

to recognise what makes them special
how to manage when finding things difficult
that everyone has different strengths

2. Positive Learners

to recognise what makes them special
to identify what they are good at, what they like and dislike

how to manage when finding things difficult

3. Bright Futures

to recognise what makes them special
how to manage when finding things difficult
that everyone has different strengths
about some of the strengths and interests
someone might need to do different jobs.

4. Jobs For All

to recognise the ways in which they are the same and different to others

how to talk about and share their opinions on things that matter to them

different jobs that people they know or people who work in the community do

about some of the strengths and interests
someone might need to do different jobs

5. Going for Goals

to recognise what makes them special
how to manage when finding things difficult
that jobs help people to earn money to pay for things

about some of the strengths and interests
someone might need to do different jobs

6. Looking Forward

about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
to recognise what makes them special

